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ABSTRACT

Participation in sport or fitness activities in Great Britain was examined through a survey of more than 6,000 adults throughout Great Britain. As of April 2001, 35% of adults surveyed were currently participating in sport or fitness activities. Those most likely to participate in sport or fitness activities were male, young, in high social classes, and employed full-time. The most popular activities were swimming, walking, and keeping fit/yoga. The most common venues for participation were leisure centers, home, and sports clubs. The most common motivations for participation were to keep healthy, for enjoyment, and to get fit; only 5% of respondents cited wanting to learn new things. One in seven respondents participated in their chosen sport or fitness activity daily, and two-thirds participated at least once weekly. Four in 10 respondents believed that their skill and performance was improving, and 5 felt that it was staying the same. Forty-four percent of respondents regularly followed sport as a spectator. The following items are appended: technical information on the survey; notes on the tables; definitions of socioeconomic class and regions used in the survey; the an analysis of weighted and unweighted samples; and the questionnaire. (Contains 24 tables and 10 references.) (MN)

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SPORT

A leap into learning?

Fiona Aldridge

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SPORT

A leap into learning?

A study of participation in sport and fitness activities in Great Britain

Fiona Aldridge

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NIACE, the national organisation for adult learning, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties and disabilities, or insufficient financial resources.

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Headline findings

Participation in sport and fitness activities

- Thirty-five per cent of adults are currently participating in sport or fitness activities, and half are current or recent participants.
- Those most likely to participate in sport or fitness activities are male, the young, those in higher social classes, students and those in full-time employment.
- Reaching new learners through their interest in sport may prove to be an effective strategy for widening participation, particularly for young men and those over 55, for those in the lowest social classes, for the unemployed and the retired.

Activities, location and motivation

- The most popular sport or fitness activities are swimming (36%), walking (33%) and keep-fit/yoga (24%).
- With the exception of football, the ten most popular activities are individual rather than team sports.
- The most common venues for participation in sport or fitness activities are leisure centres (38%), at/from home (27%) and sports clubs (21%). Few people participate from their place of work (6%) or study (5%).
- The most common motivations mentioned for participating in sport or fitness activities are to keep healthy (62%), for enjoyment (58%) and to get fit (57%). Learning new things is mentioned by only 5% of respondents.
- The most common barriers to participation were those of feeling too old, ill or disabled (30%), of having no interest in participating (29%) and of pressures on time, such as work commitments, preventing them from doing so (23%).

Frequency and length of participation and level of skill and performance

- One in seven respondents participate daily in their chosen sport or fitness activity. Two-thirds participate at least once a week.
- Fifty per cent of respondents have been involved in their chosen sport or fitness activity for ten or more years. Only one in ten have been involved for less than a year.

- Four in ten respondents feel that their skill and performance is improving, a half feel that it is staying the same and one in ten feel that it is getting worse.

Leading into learning

- Forty-four per cent of respondents regularly follow sport as a spectator. Regular spectators are most likely to be male, the young, students and those in full-time employment.
- Seven in ten respondents who follow sports as a spectator said that their interest in sport has led them to learn more about the sport or club that they follow. Twenty-eight per cent say that they have learned 'a lot more'.
- Listening to radio or watching TV programmes (78%) and reading magazines or books (34%) are the most popular ways of learning more about a chosen team or sport.
- Sixty-four per cent of those who say that they have learned more about the sport or club that they follow as a result of their interest in sport also claim that they have not studied or learned since leaving full-time education.

Introduction

Over the past two decades, NIACE has commissioned a series of UK-wide surveys on adult participation in education and learning (ACACE, 1982; Sargant, 1991; Sargant *et al*, 1997; Sargant, 2000). Each of these surveys has sought to identify not only who is participating but also what they are participating in. Sport and fitness activities have been one of the curriculum areas included in these surveys, and therefore provides us with a context in which to base the current data.

In the 1980 survey (ACACE, 1982), sport and fitness activities were identified by 34% of respondents as being their main leisure interest and by 19% as being their main subject of current/recent learning. Ten years later, the 1990 survey (Sargant, 1991) revealed a 6% increase in the number of people who identified sport and fitness as their main leisure interest. However in contrast, only 1% of respondents reported sport and fitness as their main subject of learning.

Again, in both the 1996 and 1999 surveys, only 1% of respondents reported sport and fitness as their main subject of learning, although 3% said that they were involved in some learning in this area. These latter surveys did not include questions about leisure activities.

Sargant concluded that although participation in sport and fitness is increasing (Sargant *et al*, 1997), far fewer people now view sport and fitness classes as subjects which they are studying, but instead view them as leisure activities or activities undertaken for their health or social life.

In the 2001 survey, NIACE chose to look in more detail at participation in sport and fitness activities. The aim of the survey was to explore who participates, whether the profile of these participants is different from the profile of people who participate in adult learning in general, and whether an interest in sport and fitness can lead adults into learning.

The survey, commissioned to coincide with Adult Learners' Week 2001, was carried out for NIACE by RSGB (Research Surveys of Great Britain), which interviewed a representative sample of over 6,000 adults aged 17 and over throughout Great Britain between 30 March and 17 April 2001. The detailed analyses were also carried out for NIACE by RSGB and copies of the full tabulations are available from NIACE on request, for £25 plus p&p.

All tables are arranged as percentages vertically unless otherwise specified. In tables, * indicates less than 0.5% but greater than zero, and – indicates zero. Percentages equal to or greater than 0.5 have been rounded up in all tables, except Tables 14 and 16.

The results on participation in learning in general have already been published in *Winners and losers in an expanding system: The NIACE survey on adult participation in learning 2001* (Aldridge and Tuckett, 2001). Headline findings can also be found on the NIACE website: www.niace.org.uk

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Participation in sport and fitness activities

Key findings:

- Thirty-five per cent of adults are currently participating in sport or fitness activities, and half are current or recent participants.
- Those most likely to participate in sport or fitness activities are male, the young, those in higher social classes, students and those in full-time employment.
- Reaching new learners through their interest in sport may prove to be an effective strategy for widening participation for some groups, particularly for young men and those over 55, for those in the lowest social classes, for the unemployed and the retired.

Every three years the General Household Survey (GHS) includes a number of sports questions, which provides Sport England, the English Sports Council, with a national picture of adult participation in sports. Since 1987 these have taken a standard form that has enabled comparisons to be made over time. In 1996, the GHS revealed that 81% of adults in Britain had taken part in at least one sport or physical activity during the 12 months prior to the survey and 64% had participated in some sport or physical activity during the four weeks before the interview.

The NIACE survey on adult participation in sport, undertaken in March and April 2001, asked respondents which of the following statements most applied to them:

- I currently participate in sport and/or a fitness activity;
- I have participated in some sport/fitness activity in the last three years although I don't do anything currently;
- I have participated in some sport/fitness activity but it was over three years ago;
- I have not participated in any sport/fitness activity since I left full-time education.

The use of 'current participation' and 'participation within the least three years', rather than participation in the last four weeks or 12 months, was adopted in order to allow comparisons to be made with NIACE's annual surveys into participation in adult learning.

Participation in sport and fitness activities, by gender and age

The NIACE survey shows that 35% of adults currently participate in sport or fitness activities and half are current or recent participants. This includes 55% of men and 44%of women (see Table 1). This pattern of men being more likely to participate in sport than women is also

replicated within the General Household Survey, although trend data show that since 1987 participation by women has risen while male participation has fallen.

The survey also found that men are less likely to take part in learning than sporting activities, although women participate equally in both.

Table 1: Participation in sport and fitness activities, by gender

	All	Men	Women
Current participation	35	42	29
Recent participation (in the last 3 years)	14	13	15
Past participation (more than 3 years ago)	20	22	19
None since leaving full-time education	29	22	36
Current/recent participation in sport/fitness activities	**49**	**55**	**44**
Current/recent participation in any learning	**46**	**49**	**44**
Base – all respondents = 100%	6,310	2,825	3,485

Despite the positive impact of sport and fitness on health, the older people are, the less likely they are to participate in these activities (see Table 2). The NIACE survey shows that 71% of 17-24-year-olds are current or recent participants compared with only 32% of those aged over 55. Again, this data supports the findings of the General Household Survey in identifying a negative relationship between age and participation in sport. Encouragingly, however, since 1987 participation in sports by those aged over 60 has increased by nearly a third.

Participation in learning follows a similar pattern of declining with age. Respondents aged 25-44 and those over 55 are more likely to participate in sport than learning, with all other ages more likely to participate in learning than sport.

Table 2: Participation in sport and fitness activities, by age

	All	17–24	25–34	35–44	45–54	55+
Current participation	35	52	45	37	32	25
Recent participation	14	19	21	19	11	7
Past participation	20	6	12	19	23	30
None since leaving full-time education	29	24	21	24	31	37
Current/recent participation in sport/ fitness activities	**49**	**71**	**66**	**56**	**43**	**32**
Current/recent participation in any learning	**46**	**75**	**57**	**55**	**48**	**24**
Base – all respondents = 100%	6,310	721	1,126	1,209	994	2,260

Participation in sport and fitness activities, by social class and employment status

Past NIACE participation surveys have shown that social class is a key discriminator in understanding participation in learning. The 2001 survey reveals that this relationship between social class and participation in learning continues to exist. The relationship between social class and participation in sport and fitness activities is similar. Within both the General Household Survey and the NIACE survey, participation is greater in the highest social classes. The NIACE data (Table 3) show that two-thirds of professional and managerial workers (ABs) are current or recent participants, compared with only one-third of those who are least skilled (DEs).

Those in social classes C2 and DE are more likely to participate in sport than in learning, while ABs and C1s participate in sport and learning in roughly equal proportions.

Table 4 shows that students (82%) and those in full-time employment (63%) are most likely to participate in sport or fitness activities, whereas only around a third of retired people (30%) and those not in paid employment (33%) are current or recent participants.

Students and part-time workers are the only groups more likely to participate in learning than sporting activities.

Table 3: Participation in sport and fitness activities, by social class

	All	AB	C1	C2	DE
Current participation	35	50	42	35	23
Recent participation	14	16	18	15	10
Past participation	20	17	20	21	22
None since leaving full-time education	29	17	20	30	43
Current/recent participation in sport/fitness activities	**49**	**66**	**60**	**50**	**33**
Current/recent participation in any learning	**46**	**67**	**59**	**41**	**28**
Base – all respondents = 100%	6,310	941	1,605	1,356	2,408

(See Appendix 3 for a guide to socio-economic class)

Participation in sport and fitness activities, by region and nation

Within the majority of regions only small variations exist in the proportion of people participating in sport or fitness activities (Tables 5 and 6). Higher levels of participation can be found in the North West (53%), the South West (51%) and Greater London (51%). Lower levels of participation can be found in Wales (44%) and East Anglia (33%).

Greater regional variations exist in the proportion of people participating in learning. Scotland and East Anglia show the greatest differences between sporting and learning participation rates. In Scotland participation in sport and fitness activities outstrips that in learning. In East Anglia the relationship is in the opposite direction.

Around half of all adults living in England and Scotland are current or recent participants in

Table 4: Participation in sport and fitness activities, by employment status

	All	Full-time	Part-time	Unemployed	Not in paid employment	Retired	Student
Current participation	35	45	37	33	22	24	60
Recent participation	14	18	17	18	11	6	22
Past participation	20	16	15	13	21	32	6
None since leaving full-time education	29	20	28	34	45	37	13
Current/recent participation in sport/fitness activities	**49**	**63**	**54**	**51**	**33**	**30**	**82**
Current/recent participation in any learning	**46**	**58**	**58**	**44**	**31**	**22**	**100**
Base – all respondents = 100%	6,310	2,215	883	284	974	1,730	224

Table 5: Participation in sport and fitness activities, by English region

Base – all respondents =100%

	Base	Current/recent participation in sport/ fitness activities	Current/recent participation in any learning
North West	677	53	54
South West	577	51	53
Greater London	825	51	52
South East	1,023	49	47
West Midlands	516	49	47
East Midlands	395	49	45
Yorkshire & Humberside	570	49	42
North	375	48	44
East Anglia	199	33	52
Great Britain	**6,310**	**49**	**46**

Table 6: Participation in sport and fitness activities, by nation

Base – all respondents =100%

	Base	Current/recent participation in sport/ fitness activities	Current/recent participation in any learning
England	5,157	50	48
Scotland	564	49	36
Wales	589	44	39
Great Britain	**6,310**	**49**	**46**

sport, with a slightly smaller proportion of Welsh adults participating. In contrast, participation in learning is much higher in England that in either Wales or Scotland.

Widening participation in learning through participation in sport

Table 7 shows the relationship between participation in sport and participation in learning. Over half of current participants in learning are also currently participating in sport or fitness activities, while over half of those who have not done any learning since leaving full-time education have also not been involved in any sport or fitness activity. This would suggest that there is a section of the population whose reasons for non-participation extend beyond barriers particular to learning or to sport, but also include issues such as lack of confidence and motivation or disaffection that extends towards participation in all forms of social activity.

Table 7 also shows that 40% of those who have not participated in learning for more than three years and 27% of those who have done no learning since leaving full-time education are current or recent participants in sport or fitness activities. Tables 1-4 showed that these respondents are likely to be male, in their late 20s/early 30s or over 55, in lower social classes and unemployed or retired. Reaching these groups through their interest in sport may prove to be an effective strategy for widening participation in adult learning.

On a policy level, the contribution that sport can make towards creating an inclusive society is highlighted in the Policy Action Team report *Arts & Sport*. The Team, led by the Department for Culture Media and Sport, reported on best practice in using arts, sports and leisure to engage people in poor neighbourhoods and measures to maximise the impact on poor neighbourhoods of Government spending and policies on arts, sport and leisure. The report outlines that 'sport can not only make a valuable contribution to delivering key outcomes of lower long-term unemployment, less crime, better health and better qualifications, but can also help to develop the individual pride, community spirit and capacity for responsibility that enable communities to run regeneration programmes themselves' (DCMS, 1999).

Table 7: Participation in sport and fitness activities, by participation in learning

Participation in sport/fitness activities	Participation in learning: Current participation in learning	Recent participation in learning	Past participation in learning	None since leaving full-time education
Current participation in sport	53	42	30	19
Recent participation in sport	20	21	10	8
Current/recent participation in sport	**73**	**63**	**40**	**27**
Past participation in sport	12	18	37	19
None since leaving full-time education	15	19	22	52
Base – all respondents = 100%	1,719	1,046	1,291	2,093

LA Raiders FC Soccer Academy

In 1999 the LA Raiders FC Soccer Academy began a two-year project, using football as a vehicle for attracting and engaging young adults into learning. Participants were encouraged to develop their skills through football training, teamwork and matchplay as well as through classroom work on accredited programmes in sports and leisure-related subjects which were intended to help participants gain employment in the sports and leisure industry if their football skills did not result in careers in professional or semi-professional football.

The curriculum was paced to keep the interest of students who were not used to learning and studying for formal qualifications. The course contained a lot of physical training, which provided benefits in the form of improved behaviour, self-discipline and self-control. The improvement in fitness and being able to measure progress in skills development also provided a motivation to achieve in the classroom. The off-site learning enabled the students to focus on their studies. There were no distractions and the education delivery slotted easily into the timetable.

Of the 44 young people who enrolled on the programme, 30 achieved Junior Team Managers certificates, 15 achieved FA coaching certificates and 16 achieved NVQ level 2 in Sports & Recreation. There were also great successes on the football field. The LA Raiders played under the banner of Waltham Forest College and were unbeaten during the 1999/2000 season, finishing as SESSA Intermediate Cup Winners, SESSA League Champions Division 2 East and Coca-Cola 5-a-side Tournament Winners.

The project has succeeded in taking local young unemployed people with a passion for football and giving them the opportunity to develop their potential. Over the lifetime of the project, students' lives have been significantly changed. They are healthier, fitter, better educated and are now contributing to the local economy and using their newly-acquired skills to coach children and develop talent at true grassroots level. Coaches are now starting up in business for themselves and enjoying the challenge.

Source of funding: Adult and Community Learning Fund

2

Activities, location and motivation

Key findings

- The most popular sport or fitness activities are swimming (36%), walking (33%) and keep-fit/yoga (24%).
- With the exception of football, the ten most popular activities are individual rather than team sports.
- The most common venues for participation in sport or fitness activities are leisure centres (38%), at/from home (27%) and sports clubs (21%). Few people participate from their place of work (6%) or study (5%).
- The most common motivations mentioned for participating in sport or fitness activities are to keep healthy (62%), for enjoyment (58%) and to get fit (57%). Learning new things is mentioned by only 5% of respondents.
- The most common barriers to participation were those of feeling too old, ill or disabled (30%), of having no interest in participating (29%) and of pressures on time, such as work commitments, preventing them from doing so (23%).

Sporting and fitness activities

Respondents were asked which sport or fitness activities they participate in actively, or have participated in actively during the last three years (see Table 8). The most popular sports in the NIACE survey, as in the General Household Survey, were swimming (36%), walking (33%) and keep-fit/yoga (24%). Some activities are more popular with certain groups of adults than others. The NIACE survey shows that football, golf and weight-training are much more popular with men. Keep-fit/yoga and swimming are more popular with women.

Participation in cricket, football, rugby, running and snooker/billiards declines with age, while participation in bowls increases with age. Bowls and walking are most popular with retired people. Tennis and football are most popular with students.

Football and snooker/billiards are the only activities in which participation is greater in lower social classes. All social classes participate equally in bowls and weight-training. With the exception of football, the ten most popular activities are individual rather than team sports. The increase in individual activities such as walking and cycling, rather than team sports which are more likely to require learning, was also recognised in *The Learning Divide* (Sargant *et al*, 1997). However, even within individual sports, innovative projects have developed the link with learning.

Table 8: Participation in sport and fitness activities, by activity

Base – all current/recent participants in sport or fitness activities = 100%

	Current/recent participation		Current/recent participation
Swimming	36	Squash	5
Walking	33	Bowls	4
Keep fit/Yoga	24	Rugby	4
Football	17	Badminton	3
Weight-training	17	Dance/dancing	2
Cycling	16	Fishing	1
Running	12	Horse-riding	1
Golf	11	Martial arts	1
Snooker/Billiards	8	Basketball	*
Tennis	7	Netball	*
Tenpin bowling/Skittles	6	Other	7
Cricket	5	(* indicates less than 1%)	

Northallerton Wheelers Project

This project, involving regular skaters from around Northallerton in North Yorkshire, has been established in order to develop a website and video to explain and promote their activities and support the group in advocating their needs with local councillors. The group have a shared ambition of establishing their own skaters' park. This has become the main focus for their video, which includes interviews, video diaries and footage of their tricks and meetings.

The project is still developing, but activities to date include production of the video, research trips to different skaters' parks, production of flyers, organisation of meetings and researching background issues such as insurance and building of equipment. Although most of the skaters initially became involved only to better their skateboarding techniques, they have also learned how to set up and conduct practical research projects and have developed basic IT, video and group negotiation skills. One of the skaters has been employed as a technical expert to manage some of the film footage.

For most of the skaters, the practical activities undertaken have been the key to unlocking their normally under-used skills and knowledge. As the project has developed the project workers have been able to take more of a facilitating and supportive role as the skaters have now begun to steer their own learning.

Source of funding: Adult and Community Learning Fund

Location

Information collated by Sport England (www.sportengland.org) reveals a wide range of locations where people can take part in sport and fitness activities:

- In 1994 there were 77,946 playing pitches in England scattered across 25,940 sites;
- In 1995 there were 1,450 Leisure Centres with an average of 245,000 admissions per facility;
- In 1998 there were about 1,300 public indoor swimming pools in the UK;
- In 1999 there were at least 2,500 private health and fitness clubs in the UK.

When asked where they usually participate in sports or fitness activities, the most common locations identified were leisure centres (38%), at/from home (27%) and sports clubs (21%) (see Table 9). Very few people participate in sport and/or fitness activities from their place of work (6%) or study (5%). Men prefer to participate in sports clubs, parks, at work or with local teams, while women prefer leisure centres and health clubs.

Participation at leisure centres, health or sports clubs and with local teams declines with age, while participation at/from home or in pubs, clubs or social centres increases with age.

Health clubs are more popular with those in higher social classes. Those in lower social classes are more likely to be involved with local teams. People who are unemployed or retired are most likely to participate at/from home.

Table 9: Main location of participation in sport and/or fitness activities

Base – all current/recent participants in sport or fitness activities = 100%

Leisure centre	38	Pub/club/social centre	11
At/from home	27	With local team	9
Sports club	21	At/through work	6
Parks	17	College/University	5
Health club	13		

Add 'life' courses

Add 'life' is a health improvement course for older people. This six-week course consists of a two-hour weekly session followed by extend-and-relaxation exercises. Topics include keeping independent and preventing accidents and falls, managing medicines safely and healthy eating.

The idea for this course came out of the 1999 Better Government for Older People conference, where older people asked if exercise classes could be taken to them. The project was piloted within sheltered housing schemes because it was felt that residents had poor access to facilities and 'tended to stay behind closed doors'. However, the course is also designed to be transported to community centres or even a pub!

As well as enjoying the exercise sessions, residents found them beneficial to their health and well-being and have expressed an interest in continuing with regular exercise sessions as well as other interests such as art, story writing, line dancing, hand massage, art and storytelling.

Comments from participants included:

'Best exercise ever had.'

'Very helpful. Helps to loosen up our muscles.'

'Wonderful exercises! Good to have a cheerful and knowledgeable pharmacist.'

'All was most enjoyable, especially the relaxation. It was wonderful.'

Source of funding: East Sussex Older Learners Partnership Group (Health Promotion, Age Concern, Community Leisure and South Downs NHS Trust)

Motivation

Sport England defines sport as being aimed at 'improving physical fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels'. (www.sportengland.org)

Respondents were asked to identify their main reasons for participating in sport. To keep healthy, for enjoyment and to get fit were the most frequently mentioned motivations (see Table 10). Learning was mentioned by only a few people. 5% said that they were motivated by a desire to learn new things and develop new skills. 7% said that they were motivated by a desire to maintain existing skills.

More men than women are motivated by a personal interest in sport. Women are mainly concerned with keeping healthy and getting fit.

Those aged between 17 and 24 are more likely than other age groups to be motivated by a personal interest in sport, a desire to learn new things, maintain existing skills or get fit, and by ambitions to develop a career in sport, than those in other age groups (see Table 11).

Those aged over 55 are most likely to be concerned with keeping healthy and participating for medical reasons, and are particularly interested in meeting new people, spending time with existing family and friends, and participating for enjoyment.

Table 10: Main motivations for participation in sport and/or fitness activities, by gender

	All	Men	Women
To keep healthy	62	60	65
Enjoyment	58	65	50
To get fit	57	54	60
Personal interest in sport	18	25	10
To spend time with existing family and/or friends	15	15	15
To meet new people	11	11	11
To maintain existing skills	7	9	4
For medical reasons	6	5	6
To learn new things/develop new skills	5	6	3
To develop a career in sport	2	2	1
Other	4	4	5
Base – all current/recent participants in sport or fitness activities = 100%	2,974	1,457	1,517

Table 11: Main motivations for participation in sport and/or fitness activities, by age

	All	17-24	25-54	55+
To keep healthy	62	56	63	65
Enjoyment	58	58	56	64
To get fit	57	61	59	46
Personal interest in sport	18	29	16	16
To spend time with existing family and/or friends	15	16	14	17
To meet new people	11	13	8	17
To maintain existing skills	7	9	6	7
For medical reasons	6	2	6	9
To learn new things/develop new skills	5	8	4	3
To develop a career in sport	2	6	1	*
Other	4	3	5	5
Base – all current/recent participants in sport or fitness activities = 100%	2,974	490	1,786	698

Family learning at Newcastle United Learning Centre

Newcastle is a city that is passionate about football. Football players are local heroes and the ground at St James' Park is held high in public affection. In order to put something back into the City, Newcastle United Football Club has invested in a state-of-the-art learning centre with one studio for adults and another for young people.

At weekends the Learning Centre is given over to family learning. On Saturdays families are involved in a 21-hour programme known as Hands on the Internet, an accredited programme that develops basic skills. The Centre targets fathers, grandfathers, other male carers and their children, although this has not deterred women from attending. Family learning on Sundays is targeted at minority ethnic communities. Members of these communities often want to pursue formal qualifications, so there are opportunities for this as well as programmes that engage the family in learning for fun. Parents are also encouraged to drop in at the Centre during the week where specially devised programmes associated with football are used to develop basic skills.

The project also involves the local authority's continuing education service, the city's further education college and universities and a recruitment organisation. As a result the Centre has developed a range of opportunities for progression into further family learning, adult learning and employment opportunities.

Embedding the learning programme within the context of a personal interest in football and a sense of pride in Newcastle United Football Club is seen as a key success factor in motivating families to participate in learning. Parents have also been motivated by a desire not only to learn new things for themselves but also to support their children's learning.

Source of funding: Newcastle United Funding Council, Newcastle City Council, Department for Education and Skills

Non-participation

Respondents who have not participated in any sport or fitness activity in the last three years or since leaving full-time education were asked to consider the reasons for this (see Table 12). The main barriers identified were those of feeling too old, ill or disabled (30%) of having no interest in participating (29%) and of pressures on time, such as work commitments, preventing them from doing so (23%).

As expected, the feeling of being too old, ill or disabled increases with age. Only 2% of 17-25-year-olds mentioned this compared with 52% of those aged over 55. It was also the main barrier identified by those in social classes DE.

Around a third of all social classes were not interested in participating in sport. Classes AB, C1 and C2 were much more likely to be constrained by work and other time pressures than DEs.

Table 12: Main reasons for non-participation in sport and/or fitness activities, by social class

	All	AB	C1	C2	DE
I feel I am too old/too ill/too disabled	30	28	24	24	37
Not interested/don't want to	29	30	27	29	31
Work/other time pressures	23	28	27	31	16
Haven't got around to doing it	8	8	9	8	6
Changed lifestyle	6	6	7	5	5
Childcare arrangements/other dependants	5	5	4	5	5
Cost	3	2	3	4	3
I didn't like doing it on my own	3	3	3	3	2
I do not have the abilities I need	3	2	2	2	3
No suitable activities	2	1	3	1	1
I do not know what is available	1	-	1	1	1
I don't like being in groups of people I don't know	1	1	2	1	1
Transport/too far to travel	1	2	1	1	1
Club closed/team packed up	*	1	1	*	*
Other	5	5	6	6	5
Base – all adults who are not current/recent participants in sport or fitness activities = 100%	2,974	606	932	644	792

3

Frequency and length of participation and level of skill and performance

Key findings

- One in seven respondents participate daily in their chosen sport or fitness activity. Two-thirds participate at least once a week.
- Fifty per cent of respondents have been involved in their chosen sport or fitness activity for ten or more years. Only one in ten have been involved for less than a year.
- Four in ten respondents feel that their skill and performance is improving, a half feel that it is staying the same and one in ten feel that it is getting worse.

Frequency of participation

Respondents were asked how often they played or took part in their chosen activity. One in seven respondents participates daily and two-thirds participate at least once a week (see Table 13).

Table 14 shows the average number of times per week that respondents take part in their chosen activity. Walkers participate on average between four and five times per week while horse riders and cyclists take part on average nearly three times per week. Participants in walking (58%), horse riding (23%) and cycling (21%) are most likely to pursue their activities on a daily basis.

Length of participation

Respondents were also asked how long they had been involved in their chosen activity. A half of respondents have been involved for ten years or more (Table 15). Only one in ten have been involved for less than a year.

Table 13: Frequency of participation in sport and/or fitness activities

Base – all current/recent participants in sport or fitness activities = 100%

Every day	2-3 times per week	Once a week	2-3 times per month	Once a month	Less often
14	28	24	9	9	16

Table 14: Participation in sport and/or fitness activities: average number of times per week

	Average number of times per week		Average number of times per week
Walking	4.76	Football	1.56
Horse Riding	2.62	Rugby	1.39
Cycling	2.53	Golf	1.29
Running	2.45	Snooker/billiards	1.21
Martial Arts	2.42	Swimming	1.18
Weight training	2.27	Badminton	1.14
Bowls	2.19	Cricket	0.90
Keep fit/Yoga	2.18	Squash	0.88
Basketball	2.17	Tennis	0.81
Fishing	1.85	Tenpin bowling/skittles	0.31
Netball	1.84	Other	2.08
Dance/Dancing	1.67		

Table 15: Length of participation in sport and/or fitness activities

Base – all current/recent participants in sport or fitness activities = 100%

Less than 1 month	1	3-4 years	11
Less than 3 months	2	5-10 years	18
Less than 6 months	3	11-20 years	21
Less than 1 year	4	More than 20 years	29
1-2 years	11		

Table 16: Participation in sport and/or fitness activities: average number of years

	Average numbers of years		Average numbers of years
Fishing	20.65	Snooker/billiards	11.71
Horse riding	19.31	Dance/dancing	10.91
Walking	17.68	Running	10.84
Swimming	16.38	Golf	10.62
Football	14.57	Martial arts	10.36
Cycling	14.53	Tenpin bowling/skittles	9.07
Tennis	12.27	Squash	8.85
Basketball	12.07	Netball	8.63
Bowls	11.63	Keep fit/Yoga	5.52
Badminton	11.17	Weight training	5.35
Rugby	10.47	Other	10.44
Cricket	12.02		

On average, those involved in fishing have been taking part for over 20 years while horse riders, walkers and swimmers have been participating for over 15 years (Table 16). Keep-fit/yoga and weight training are, on average, the most recently begun activities – the average length of participation being between five and six years.

Level of skill and performance

When asked about changes to their level of skill and performance in their chosen activity, two in five respondents felt that they were getting better, a half staying the same, with only one in ten getting worse (Table 17).

Those involved in martial arts (65%) and horse riding (58%) were most likely to be getting better, whereas only a quarter of those involved in tenpin bowling/skittles felt that they were improving. Nearly one in five football and rugby players believe that their level of skill and performance is declining.

Table 17: Level of skill and performance in sport and/or fitness activities

Base – all current/recent participants in sport or fitness activities = 100%

	Base	Getting better	Staying the same	Getting worse
Martial arts	39	65	31	4
Horse riding	29	58	26	15
Dance/dancing	74	56	35	6
Keep fit/Yoga	756	55	37	8
Weight training	460	55	35	10
Basketball	12	50	39	10
Squash	124	46	40	14
Badminton	76	44	47	8
Bowls	119	43	47	8
Golf	296	43	45	12
Netball	18	43	38	9
Running	331	40	46	14
Cricket	125	39	46	14
Snooker/billiards	200	39	46	15
Rugby	90	39	40	19
Cycling	462	35	54	11
Fishing	27	32	56	12
Tennis	183	32	52	16
Football	421	32	48	19
Walking	1,005	30	63	6
Swimming	1,079	30	63	7
Tenpin bowling/skittles	158	25	61	13
All sport and/or fitness activities	**2,974**	**39**	**50**	**10**

(Percentages are summed horizontally within this table)

4

Leading into learning

Key findings

- Forty-four per cent of respondents regularly follow sport as a spectator. Regular spectators are most likely to be male, the young, students and those in full-time employment.
- Seven in ten respondents who follow sports as a spectator said that their interest in sport has led them to learn more about the sport or club that they follow. Twenty-eight per cent say that they have learned 'a lot more'.
- Listening to radio or watching TV programmes (78%) and reading magazines or books (34%) are the most popular ways of learning more about a chosen team or sport.
- Sixty-four per cent of those who say that they have learned more about the sport or club that they follow as a result of their interest in sport also claim that they have not studied or learned since leaving full-time education.

The 1990 participation survey *Learning and leisure* (Sargant, 1990) asked respondents about their use of leisure time as well as about their participation in learning because 'for some people the boundaries between leisure and learning are virtually invisible. Frequently, leisure activities provide a bridge into active learning. On the other hand, many people learn from their leisure activities without realising the knowledge they are gaining.'

In view of this, the current survey asked whether respondents are regular sporting spectators and whether their interest has encouraged them to learn more about the sport or club that they follow. It was anticipated that many respondents would be involved in some form of informal learning activity around their interest in sport but that they would not necessarily recognise it as learning. The aim of these questions was to prompt respondents to widen their definition of learning and therefore to be better able to identify the learning activities they are involved in.

Regular spectating

Forty-four per cent of respondents regularly follow sport as a spectator. Men are more likely to be regular spectators as are younger adults (Table 18).

Those in social classes AB, C1 and C2 are equally likely to be spectators (46%), although only 40% of DEs regularly spectate (Table 19).

Table 18: Regular spectating of sport and/or fitness activities, by gender and age

	All	Men	Women	17–24	25–34	35–44	45–54	55+
I regularly follow sports as a spectator	44	56	32	53	44	45	42	41
Base – all respondents =100%	6,310	2,691	3,619	721	1,126	1,209	994	2,260

Table 19: Regular spectating of sport and/or fitness activities, by social class

	All	AB	C1	C2	DE
I regularly follow sports as a spectator	44	46	46	46	40
Base – all respondents = 100%	6,310	941	1,605	1,356	2,408

Table 20: Regular spectating of sport and/or fitness activities, by working status

	All	Full-time	Part-time	Unemployed	Not in paid employment	Retired	Student
I regularly follow sports as a spectator	44	50	32	48	34	41	60
Base – all respondents = 100%	6,310	2,215	883	284	974	1,730	224

Table 21: Regular spectating of sport and/or fitness activities, by English region

Base – all respondents = 100%

	Base	I regularly follow sports as a spectator
North	375	50
South West	577	46
South East	1,023	45
North West	677	44
East Midlands	395	44
West Midlands	516	43
Yorkshire & Humberside	570	43
Greater London	825	40
East Anglia	199	31
Great Britain	**6,310**	**44**

Six out of ten students are regular spectators, as are around half of full-time workers and unemployed people. A third of part-time workers and those not in paid employment regularly spectate (Table 20).

A half of all adults in Wales and the North are regular spectators. Fewest adults spectate in London (40%) and East Anglia (31%).

Fifty-one per cent of current participants in sport or fitness activities are regular spectators as are 43% of recent participants, 47% of past participants and 33% of those who have not participated since leaving full-time education.

Table 22: Regular spectating of sport and/or fitness activities, by nation
Base – all respondents = 100%

	Base	I regularly follow sports as a spectator
Scotland	564	44
Wales	589	50
England	5,157	43
Great Britain	**6,310**	**44**

Learning about sport

Seven in ten respondents who follow sports as a spectator said that their interest in sport has led them to learn more about the sport or club that they follow. Twenty-eight per cent say that they have learned 'a lot more'.

Table 23 shows that current (74%) and recent learners (70%) are more likely to have learned about the sport or club that they follow than those who have not participated in learning for more than three years or those who have done no learning since full-time education (64%).

What is interesting about the findings is that 64% of those who say that they have learned more about the sport or club that they follow as a result of their interest in sport also claim that they have not studied or participated in learning since leaving full-time education.

Table 23: Learning about sport, by participation in learning

		Participation in learning			
	All	Current participation	Recent participation	Past participation	None since leaving full-time education
Learned a lot more	28	33	32	24	23
Learned a little more	41	41	38	40	41
Learned no more	30	25	29	35	34
Learned a lot/a little more	**69**	**74**	**70**	**64**	**64**
Base – all respondents = 100%	6,310	1,719	1,046	1,291	2,093

There are several possible interpretations of these findings:

- that the learning being referred to could more accurately be termed **information-finding**. Thus, when asked about learning in general, respondents accurately say that they have not participated since leaving full-time education.
- that because the survey relies on respondents' own views of what can be considered learning, **unless prompted, respondents tend to only refer to more formal learning episodes** (Hillage *et al*, 2000). When asked about learning in general, respondents do not recall having participated, yet when prompted in greater detail about learning through sport, respondents are better able to recall occasions when learning has taken place. One difficulty with this explanation is that the question about learning through sport preceded the question about learning in general.
- that because much of the learning taking place around sport is informal (see Table 24), **respondents may not perceive that they are involved in learning**, a term which they may associate more with formal education. If this is the case then it is possible that respondents may also be involved in other informal learning activities and are not non-participants after all.

Listening to radio or watching TV programmes (78%) and reading magazines or books (34%) are the most popular ways of learning more about a chosen team or sport (Table 24).

75% of those who say that they have done no learning since leaving full-time education have learned more about their chosen sport by listening to radio and watching TV programmes and 25% by reading magazines or books. This would suggest that of the above interpretations it is most likely that respondents either believe they are learning when in fact they are simply acquiring information, or that they identify their activity as being too informal to be regarded as learning.

Table 24: Ways of learning about sport, by participation in learning

		Participation in learning			
	All	**Current participation**	**Recent participation**	**Past participation**	**None since leaving full-time education**
By listening to radio or watching TV programmes related to a team or sport	78	79	81	81	75
By reading magazines or books related to a team or sport	34	41	36	30	25
By using the internet to find out more about a team or sport	14	24	16	7	5
By keeping records or statistics about a team or sport	8	10	11	5	4
Has encouraged me to receive coaching in a sport	8	12	8	5	3
Other	5	6	5	5	5
Base – all respondents = 100%	6,310	1,719	1,046	1,291	2,093

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www.sportengland.org

Appendices

Appendix 1: RSGB General Omnibus Survey technical appendix

The sample design, fieldwork and analysis were carried out by RSGB (Research Surveys of Great Britain), who have provided the following description of the survey method.

Method
The data presented were obtained as part of the RSGB's General Omnibus Survey for March and April 2001. Appendix 6 contains a copy of the questionnaire.

Sample
The survey was based on a representative sample of 6,000 adults (aged 17 and over), with a boost of 250 adults in Wales, selected from a minimum of 420 sampling points by a random location method.

Fieldwork
Respondents were interviewed at home organised by SFR's Regional Managers according to RSGB's detailed instructions about the survey and administration procedures. The back-checking procedures which were carried out met the requirements of the Market Research Society Interviewer Quality Control Scheme (IQCS). The interviews took place during the periods 30 March–3 April, 4–8 April, 6–10 April (Wales boost), 11–15 April, and 13–17 April (Wales boost) 2001.

Data processing
After coding and editing the data, weights were used to allow for sampling variation. The weighting scheme took account of the boost interviews by weighting the boosted regions back to their normal proportion of the Great Britain populations. Details of the weights and unweighted sample are shown in Appendix 5.

Appendix 2: Notes on the tables

Figures in the tables are from the 2001 RSGB / NIACE survey unless otherwise indicated.

Tables are calculated as percentages vertically unless otherwise specified.

All tables are based on weighted totals. Researchers who wish to pursue any particular topic can obtain the necessary basic figures from the set of full analyses at NIACE.

In tables, * indicates less than 0.5% but greater than zero, and – indicates zero.

Percentages equal to or greater than 0.5 have been rounded up in all tables, except tables 14 and 16. (e.g. 0.5 per cent = one per cent, 36.5 per cent = 37 per cent)

Owing to the effects of rounding weighted data, the weighted bases shown in the tables may not always add up to the expected base.

In a number of questions, respondents were invited to give more than one answer and so percentages may well add to more than 100%.

Some sub-questions are filtered. That is, they are only asked of a proportion of respondents. Where questions are filtered, the base of the relevant group is indicated at the beginning of that table and percentages are derived from that base.

Regional analyses: inevitably, the number of sampling points in any one region is small. This fact should be taken into account when interpreting regional differences.

Appendix 3: A guide to socio-economic class

Grade 'A' households: the upper middle class
Informants from Grade 'A' households constitute about 3% of the total. The head of the household is a successful business or professional person, senior civil servant, or has considerable private means. A young person in some of these occupations who is not yet fully established may still be found in Grade 'B', though s/he eventually should reach Grade 'A'. In country or suburban areas, 'A' grade households usually live in large detached houses or in expensive flats. In towns, they may live in expensive flats or town houses in better parts of town.

Grade 'B' households: the middle class
Grade 'B' informants account for about 10% of the total. In general, the heads of 'B' grade households will be quite senior people but not at the very top of their profession or business. They are quite well-off, but their style of life is generally respectable rather than rich or luxurious. Non-earners will be living on private pensions or on fairly modest private means.

Grade 'C1' households: the lower middle class
Grade 'C1' constitutes about 24% of total informants. In general it is made up of families of small tradespeople and non-manual workers who carry out less important administrative, supervisory and clerical jobs i.e. what are sometimes called 'white collar' workers.

Grade 'C2' households: the skilled working class
Grade 'C2' consists in the main of skilled manual workers and their families. It constitutes about 30% of informants. When in doubt as to whether the head of the household is skilled or unskilled, check whether s/he has served an apprenticeship; this may be a guide, though not all skilled workers have served an apprenticeship.

Grade 'D' households: the semi-skilled and unskilled working class
Grade 'D' consists of entirely manual workers, generally semi-skilled or unskilled. This grade accounts for 25% of families. It also includes non-earners: retired people who before retirement would have been in Grade 'D' and have pensions other than State Pensions, or have other private means.

Grade 'E' households: those at lowest levels of subsistence
Grade 'E' consists of old age pensioners, widows and their families, casual workers and those who, through sickness and employment, are dependent upon social security schemes. They constitute about 8% of all informants.

Appendix 4: Regions

London:	Outer and Inner London Boroughs
South East:	Bedfordshire, Berkshire, Buckinghamshire, East Sussex, Hampshire, Hertfordshire, Kent, Surrey, West Sussex
South West:	Avon, Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire.
East Anglia:	Cambridgeshire, Norfolk, Suffolk.
East Midlands:	Derbyshire, Leicestershire, Lincolnshire, Northamptonshire, Nottinghamshire.
West Midlands:	Hereford and Worcester, Shropshire, Staffordshire, Warwickshire, West Midlands.
North West:	Cheshire, Greater Manchester, Lancashire, Merseyside.
Yorkshire/Humberside:	Humberside, North Yorkshire, South Yorkshire, West Yorkshire.
The North:	Cleveland, Cumbria, Durham, Northumberland, Tyne and Wear.
Wales:	All counties.
Scotland:	All counties.

Appendix 5: Analysis of weighted and unweighted samples

Base: all respondents	Weighted		Unweighted	
All	**5,902**	**100%**	**6,310**	**100%**
Gender				
Men	2,866	49	2,825	45
Women	3,036	51	3,485	55
Age				
17-24	728	12	721	11
25-34	1,095	19	1,126	18
35-44	1,178	20	1,209	19
45-54	939	16	994	16
55+	1,962	33	2,260	36
Class				
AB	971	16	941	15
C1	1,706	29	1,605	25
C2	1,363	23	1,356	21
DE	1,861	32	2,408	38
Working status				
Full-time	2,341	40	2,215	35
Part-time (8-29 hours)	752	13	833	13
Part-time (under 8 hours)	45	1	50	1
Retired	1,479	25	1,730	27
Still at school	18	*	15	*
Full-time higher education	228	4	209	3
Unemployed (seeking)	262	4	285	5
Unemployed (not seeking)	776	13	974	15

Base: all respondents	Weighted		Unweighted	
All	**5,902**	**100%**	**6,310**	**100%**
Working status continued				
Male chief income earner	2,325	39	2,334	37
Female chief income earner	1,360	23	1,656	26
Male main shopper	1,326	22	1,341	21
Female main shopper	2,455	42	3,137	50
Household size				
1	1,189	20	1,338	21
2	1,910	32	2,064	33
3	1,099	19	1,138	18
4	1,101	19	1,136	18
5+	603	10	634	10
Standard region				
Yorkshire and Humberside	662	11	570	9
North	423	7	375	6
South West	441	7	577	9
East Midlands	437	7	395	6
South East	788	13	1,023	16
East Anglia	230	4	199	3
West Midlands	572	10	516	8
North West	756	13	677	11
Wales	309	5	589	9
Scotland	618	10	564	9
London	665	11	825	13

Appendix 6: The questionnaire

Show screen

Q1. Which one of these statements most applies to you?

01: I currently participate in sport and/or a fitness activity
02: I have participated in some sport/fitness activity in the last three years although I don't do anything currently
03: I have participated in some sport/fitness activity but it was over three years ago
04: I have not participated in any sport/fitness activity since I left full-time education
(Don't know)

Q2. Which of the following sport or fitness activities are you actively participating in, or have actively participated in, during the last three years?

01: Bowls
02: Cricket
03: Cycling
04: Football
05: Golf
06: Keep fit/Yoga
07: Rugby
08: Running
09: Snooker/Billiards
10: Squash
11: Swimming
12: Tennis
13: Tenpin bowling/Skittles
14: Walking
15: Weight training
16: 1st other (type in)
17: 2nd other (type in)
18: 3rd other (type in)
(Don't know)

Q3. Where do you usually participate in these activities?

01: At/from home
02: At/though work
03: Leisure centre
04: Health club
05: Sports club
06: Pub/club/social centre
07: College/university
08: Parks
09: With local team
(Don't know)

Q4. What would you say are the main reasons for your participation in a sport or fitness activity?

01: To learn new things/ develop new skills
02: To maintain existing skills
03: To develop a career in sport (e.g. playing, coaching, refereeing, commentating, etc.)
04: To get fit
05: To keep healthy
06: For medical reasons
07: To meet new people
08: To spend time with existing family/friends
09: Personal interest in the sport
10: Enjoyment
11: Other (specify)
(Don't know)

Ask Q5-7 for each activity coded at Q2

Q5. How often do you play/take part in ..... (answer at Q2)

01: Every day
02: 2-3 times a week
03: Once a week
04: 2-3 times a month
05: Once a month
06: Less often
(Don't know)

Q6. Thinking about how good you are at ..... (answer at Q2) nowadays. Would you say that your level of skills and performance is ..... *(read out)*

01: Getting better
02: Staying the same
03: Getting worse
(Don't know)

Q7. How long have you been participating in ..... (answer at Q2)?

01: Less than 1 month
02: Less than 3 months
03: Less than 6 months
04: Less than 1 year
05: 1-2 years
06: 3-4 years
07: 5-10 years
08: 10-20 years
09: More than 20 years
(Don't know)

Repeat Q5-7 for each activity coded at Q2
Route Q9

Q8. What, if any, are the main reasons why you have not participated in any sport or fitness activities in the last three years?

01: Club closed/team packed up
02: Changed lifestyle
03: Cost/money
04: Transport/too far to travel
05: Work/other time pressures
06: No suitable activities available
07: I feel I am too old/too ill/too disabled
08: I don't have the abilities I need
09: I don't know what is available
10: I didn't like being in groups of people I don't know
11: Didn't like doing it on my own
12: Haven't got around to doing it
12: Not interested/don't want to
14: Other (please specify)
(Don't know)

Q9. Do you regularly follow sports as a spectator?

01: Yes
02: No
(Don't know)

If coded 01 at Q9 go to Q10, others go to Q12)

Q10. Has your interest as a spectator led you to learn more about the sport, or the club you follow?

01: A lot more
02: A little more
03: Nothing more
(Don't know)

If coded 01 or 02 at Q10 go to Q11, others go to Q12

Q11. How has your interest in sport led you to learn more about the sport, or the club that you follow?
(Probe) Anything else?

01: Reading magazines or books related to your team or sport
02: Listening to radio or watching TV programmes related to your team or sport
03: Using the internet to find out ore about your team or sport
04: Keeping records or statistics about your team or sport
05: Encouraged you to receive coaching in your sport
(Don't know)

Show Learning Card.

'Learning can mean practising, studying or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full-time, or part-time, done at home, at work, or in another place like a college. Learning does not have to lead to a qualification. We are interested in any learning you have done, whether or not it was finished.'

Show Screen

Q12. Please read this card which tells you what we mean by learning. (Give respondent time to read card)
Which one of these statements most applies to you with regard to learning?

01: I am currently doing some learning
02: I have done some learning activity in the last three years
03: I have studied or learned by it was over three years ago
04: I have not studied or learned since I left full-time education
(Don't know)

Q13. How likely are you to take up learning in the next three years?

01: Very likely
02: Fairly likely
03: Fairly unlikely
04: Very unlikely
(Don't know)

Q14. Have you heard of the European Social Fund?
Probe: You may have heard of it as ESF?

01: Yes
02: No
(Don't know)

Ask Q15 if coded 01 at Q14. Others to Q16
Do not show screen for next question

Q15. What do you think the European Social Fund does?
Probe: Anything else?

01: Funding/financial support for education
02: Help for unemployed
03: Money for disadvantaged groups in the third world
04: Money for deprived/underprivileged communities
05: Money for social developments/amenities
06: Money for local/worthwhile community projects
07: Money for small new businesses
08: Supplies grants/money (unspecified)
09: Helps create learning/training for people
10: Other (specify)
(Don't know)

Route see Q17
Do not show screen for next question

Q16. Although you haven't heard of the European Social Fund before, what do you think it does?
List as Q15

As Q17 if unemployed – seeking work, from quote

Q17. You told me earlier that you were unemployed or seeking work. How long have you been unemployed? I just need to know whether it has been less than 6 months or longer?

01: Less than six months
02: Six months or longer
(Don't know)

SPORT A leap into learning?

Fiona Aldridge

This survey of over 6,000 adults reveals that around half of the adult population in Great Britain takes part in sport or fitness activities. Although learning new things is not usually the main motivation for watching or participating in sports, the survey shows that an interest in sport and fitness has led many respondents into learning. The report provides a breakdown of who participates in various sports, their motivation for learning and how this links into learning.

NIACE, the national organisation for adult learning, has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of barriers of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

Registered charity number: 1002775

The NIACE website on the internet is **www.niace.org.uk**

NIACE
THE NATIONAL ORGANISATION FOR ADULT LEARNING

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